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CAREER PLANNING AND PLACEMENT STRATEGIES FOR POSTSECONDARY STUDENTS WITH DISABILITIES

Career counseling is an integral part of the education process in preparing students for adult life. The current complexity of the marketplace requires that students from kindergarten on be increasingly and intensively exposed to career education, vocational education, and career development. The role of the counselor in these programs is to aid students to find a place in the world of work. The influx of handicapped students into regular classrooms as a result of legislation (the Rehabilitation Act of 1973, the Education for All Handicapped Children Act of 1975, and the Carl D. Perkins Vocational Education Act of 1984) and technological advances have required counselors to move creatively to address the reemphasized employment needs of disabled students.

This fact sheet is designed to be a resource for counselors, administrators, instructors, and disabled students themselves who are involved in career planning and placement. The information included addresses the issue of career planning and placement strategies for disabled individuals in postsecondary academic and technical institutions. For specific information about self assessment, resume writing, and job searches see the **Selected Annotated Bibliography** at the end of this fact sheet.

As increasing numbers of students with disabilities reach American campuses, those responsible for guiding career planning and placement have found that disabled students present some unique problems. These students may have limited or unrealistic career expectations, largely because their parents, teachers and advisors were unaware of the range of careers from which they might choose. Students with disabilities may have limited career expectations since they are not often exposed to role models of successfully employed disabled individuals. Many are reared in an environment shaped by the "medical model," a lifestyle which encourages undue deference to authority, extended sense of dependency, and discouragement of healthy risk-taking. (See **The Unexpected Minority: Handicapped Children in America** noted in the **Selected Annotated Bibliography.**) Also, many lack the diversity of experience of part-time and summer jobs which can assist students to assess their competence and career satisfaction. All of these factors combine to leave many disabled postsecondary students ill-prepared to cope with effective career implementation. It is critical that career counselors are able to intervene early to counter the unique problems identified above so that their disabled clients can realize their maximum employment potential.

In the information that follows, the HEATH Resource Center presents those projects and programs in postsecondary educational settings that demonstrate the most positive and effective career planning and placement strategies. The **Selected Campus Strategies** section provides ideas currently working in postsecondary institutions for the career counselor or administrator who is attempting to establish a similar program on his/her campus. The sections on **Federal Programs** and **Programs with a National Focus** are resources for counselors to use as referrals and students to use in their own search for employment. Names and addresses of selected **Resource Persons** knowledgeable in these areas of concern follows. Finally, HEATH has **Selected** and **Annotated** a **Bibliography** for the reader's independent research.

SELECTED CAMPUS STRATEGIES

The increase in effective support services for students with disabilities which occurred in the last decade included the development of career planning and placement services for disabled students. Most program developers have followed the decentralized approach to establishing a new service—**building on existing strength**—that is, teach the experts on career planning and placement how to work with students who are disabled instead of setting up a seperate duplicative service just for certain students. Thus, most of the strategies discussed in this section are based on the premise that the existing Career Planning and Placement Office on campus which serves all students also serves students with disabilities.

Ideas to enhance the preparation of disabled students to obtain and keep jobs include working with on-campus recruiters, community employers, and encouraging part time and/or summer employment in and around their communities through internships, cooperative education, and Job Partnership Training Act (JTPA) programs, as well as apprenticeship programs. The increased federal focus on the transition from high school to school and work has offered local educational programs a chance to work throughout their

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a project funded by the U.S. Department of Education

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communities in new and exciting ways. As traditional academic programs reemphasize career planning and placement, vocational training and placement oriented educational programs are becoming available to students with disabilities, giving today's student a wider range of educational training opportunities than ever before.

Selected strategies are described below to illustrate different methods in various settings for accomplishing the goal of assisting disabled students to prepare for employment. Above all, students are to be encouraged to suggest alternatives and strategies to the placement officer at their own institutions. Model programs described here and elsewhere have been effective and if emulated could serve to enhance other career planning and placement programs for disabled students.

Campus-Metropolitan Area Public and Private Employer Cooperation

The Disabled Student Placement Program is a component of the Career Planning and Placement Center at the **University of California-Berkeley.** Staff of the Disabled Student Placement Program work closely with public and private sector employers to assist with the recruitment, selection and placement of students and alumni with disabilities in intern, summer, and career positions. Disabled Student Placement Program staff attempt to intervene early in a student's program to encourage exploration of appropriate career alternatives and to impress upon disabled students the value of work experience in the process of career decision making. Other services include advising on job modifications, job search strategies, interviewing skills, and financial benefits. Staff are currently working on the development of a Internship/Mentor Program with Hewlett-Packard, Stanford University, and San Jose State University. For more information contact Coordinator, Disabled Student Placement Program, 111 Wheeler Hall, University of California, Berkeley CA 94720 or call (415)642–0592 (voice or TDD).

On-Campus Recruiter Training

At **Southern Illinois University at Carbondale, IL,** the Associate Director of Handicapped Placement is part of the Career Planning and Placement Center used by all students and thus assures that effective career development and placement services are available to physically disabled students. Training of students and on-campus recruiters of national employers is a part of the regular process. The Handicapped Placement staff work with both students and employers on such topics as developing viable career plans and objectives, affirmative action obligations, recruiting and interviewing handicapped graduates, job modifications, and myths and stereotypes frequently associated with hiring handicapped people. For further information, contact Valerie Brew Parrish, Associate Director of Handicapped Placement, Career Planning and Placement Center, Southern Illinois University, Carbondale, IL 62901 or call (618) 453-2391.

Cooperative Education

In 1909 **Northeastern University, MA** a large, urban private university, became the nation's first to be totally committed to cooperative education (alternating study and paid work experience) as a way of financing higher education as well as exploring career options. Faculty at Northeastern counsel over 9,500 undergraduate and graduate students who work with about 3,000 employers. The Cooperative Education Research Center, the information hub of Northeastern, has provided leadership in the field of cooperative education and since 1974 has worked with disabled students in a systematic way. Cooperative Education for students with various disabilities proved successful at Northeastern and led to the creation four years later of the Office of Services for the Handicapped. At present, there are fifty disabled students enrolled in the Co-op program. For further information, contact G. Ruth Kukiela Bork, Director, Handicapped Student Services, Northeastern University 360 Huntington Ave., Boston, MA 02115 or call (617) 437-2675.

For information on **National Cooperative Education** programs for persons with handicaps, contact the Cooperative Education Association, care of Veronica Leona Porter, Chairperson, Handicapped Affairs Committee, Department Of Cooperative Education Northeastern University, P.O. Box 746 Boston MA 02117.

Gallaudet College, DC. operates a cooperative education program which involves private and public employers nationwide. **Experiential Programs Off Campus** (EPOC) provides the school's almost exclusively deaf population with the opportunity to get hands-on job-seeking skills, including resume writing, interviewing and completing application forms; exposure to the "world of work;" a chance to re-examine their values, career interests and competencies while still in college; and further development of qualities necessary to keep a job, such as maturity, responsibility, and self-confidence. Students are eligible to earn up to twelve hours of credit toward graduation through co-op work experience. For further information, contact Anne Nissen, Office of Experiential Programs Off Campus, Gallaudet College, Kendall Green, Washington, DC 20002 or call (202) 651-5240 (voice or TDD).

Computerized Job Banks

Long Island University, NY created **PROJECT MATCH** to link employers to the graduates of over 80 colleges and universities in the NY, NJ, CT tri-state area. PROJECT MATCH (Metropolitan Area Transition Clearinghouse) uses a computer database to link over 300 area employers with students or recent graduates with disabilities. This vocationally focused consortium provides area employers with a single point of contact for recruitment of qualified college-educated persons with disabilities. Providing applicant screening, ***Section 503/504*** consulting, and follow-up services to employers, PROJECT MATCH is a place for students to obtain assistance in finding referrals to employers, obtain job information, and quickly match their skills to the current job market. For more information contact PROJECT MATCH, Long Island University, University Plaza, Brooklyn NY 11201 or call 718-834-6000(ex. 3695) or TDD (718) 834-6045.

The **University of California-Riverside** established an employer data bank in 1981. The system, serving UCR's students and alumni, was made directly accessible to students with disabilities through hardware modifications. The data bank, which includes internship and cooperative education opportunities, serves to supplement the resources of the mainstream career center. For more information on the employer data bank contact Deborah J. McCoy Assistant Director, Career Planning and Placement Center, 1126 Library South, University of California, Riverside, CA 92521-0211 or call (714) 787-3631.

Campus-Vocational Rehabilitation Services Cooperation

University of Wisconsin-Whitewater, WI has a two year old cooperative venture with the State Division of Vocational Rehabilitation, which supports a complete program of on and off-campus work experiences for clients who are students. The project supplements the existing services of the University's Career Planning and Placement Service. In addition to developing work experience for students with disabilities, the program staff meets with business classes on campus to sensitize future leaders to employ persons with disabilities. For more information contact John Truesdale, Disabled Student Services, University of Wisconsin-Whitewater, 1004 Rosewater Building, Whitewater, WI 53190 (414) 472-4711 (voice or TDD).

The program for Visually Impaired (VIP) at **North Central Technical Institute, WI** is a prevocational and vocational education program, and was the first in the United States to be integrated in a postsecondary technical school. The program was developed in cooperation with the Wisconsin Division of Vocational Rehabilitation and is designed to assist visually impaired adults to become capable of entering or re-entering an employment situation, adult vocational school, university, or more independent lifestyle. The special aspects of the program include low student/teacher ratio with instruction designed to meet individual student's needs, participation of students in the curriculum planning, utilization of community resources, and integration of students into sighted environment of the college. For more information contact the Program for Visually Impaired Students, North Central Technical Institute, 1000 Schofield Avenue, Wausau, WI 54401 (715) 675-3331, ex. 229.

Vocational-Technical Training

Florida Junior College (FJC) at Jacksonville, FL operates the Handicapped Youth Education Program. This program selects handicapped youth (ages 18–21) to be mainstreamed into regular FJC vocational training programs. Prior to entering regular classes, the students participate in an educational and vocational assessment, and are then provided with necessary support services and equipment. The program represents a high degree of cooperation among the college, local agencies serving handicapped individuals, and the business community. As part of the program, the student receives six months of on-the-job training from local businesses. During this phase of the program students work full-time at a training site. Technical assistance and support is provided by college personnel to students and employers, as requested. In addition, the college conducts employer awareness workshops for supervisors and co-workers of the disabled student. For more information contact Jeffery G. Oliver, Disabled Student Services, Florida Junior College at Jacksonville, 4501 Clapper Road, Jacksonville, FL 32218 (904) 757-6366.

St. Mary's Junior College (SMJC), MN is a co-educational institution in Minneapolis, MN, which prepares allied health and human service technicians. Through its **Programs for Visually Impaired and Hearing Impaired Students** abilities are identified, coping strategies are devised, and instruction is adapted. Since 1977 disabled students have enrolled in and graduated as physical therapy assistants, occupational therapy assistants, and medical records technicians. The programs introduce the students to the latest in aids and appliances and adapt some work tasks thereby increasing chances of employment in previously inaccessible fields. The SMJC programs have been successful: most of the three dozen plus graduates work in training-related jobs or higher education programs and approximately two dozen visually or hearing impaired persons are enrolled at SMJC this year. For further information contact Deborah Churchill, Coordinator, Program for Visually Impaired Students, (612) 332-5521, ext. 252 or Marty Barnum, Coordinator, Program for Hearing Impaired Students (612) 332-5521, est. 373 (Voice or TDD), St. Mary's Junior College, 2500 South Sixth Street, Minneapolis, MN 55454.

Non-Degree Programs

Three non-degree granting programs housed in or using college resources are the **THRESHOLD Program** at Lesley College, MA, the **Para Educator Center** at New York University, NY and the **Life Development Institute,** AZ. Each program serves those students for whom a formal academic degree program is not appropriate, and provides vocational and life-skills training within a mainstream college setting.

The **THRESHOLD Program** at Lesley College, MA offers a unique opportunity for young adults with learning disabilities. This two year non-degree college experience is designed to help each student achieve his or her full potential through a combination of academic, vocational, social, and creative courses that will assist the student to continue learning and training for paraprofessional employment in the helping professions. For further information, contact Dr. Arlyn Roffman, Director, THRESHOLD, Lesley College, 29 Everett St. Cambridge, MA 02238.

The **Para-Educator Program,** NY, for adolescents with learning disabilities trains eligible candidates to be teacher aides in nursery schools, kindergartens, and other helping professions through a combination of fieldwork, seminars, workshops, and individual tutorial sessions. For further information contact Mrs. Miriam Lawin, Para-Educator Center for Young Adults,New York Univer-

sity School of Education, One Washington Place, New York, New York 10003, (212) 598-3906 or 3907.

The **Life Development Institute,** AZ, is a non-profit residential training center for youth and adults who have exited from high school and have significant learning disabilities. Life Development Institute (LDI) has a 3 month residential pre-employment program which assists youth who are unprepared to pursue additional education or vocational training options. Interpersonal skills, personal organization, positive life attitudes, grooming, money management, entry-level job seeking/maintaining skills, and recreation-leisure activities are stressed and practiced under supervision. LDI's 9 month residential postsecondary prep program includes the above but adds vocational training at a local voc-tech center, community college, or on-the-job training site. Sixty-day follow up is part of both programs which have demonstrated an excellent success rate for students who have chosen them as a way to "turn their lives around." For further information contact Dr. Dorothy Crawford, Life Development Institute, Box 15112, Phoenix, AZ 85060 (602) 955-2920.

***Federal Programs and Programs With a National Focus** in the next two sections are specific resources for disabled individuals who are seeking job placement or career development. These programs are not necessarily campus based; they are programs created to broaden the placement and career opportunities available to people with disabilities by establishing a mutual awareness between employers and disabled potential employees. While those who utilize the services do not need to be students, it may be extremely worthwhile for postsecondary institutions and their career counselors to be aware of these programs as sources of information and referral.*

FEDERAL PROGRAMS

Vocational Rehabilitation

A nationwide program for assisting disabled people to enter the job market is the federal-state Vocational Rehabilitation (VR) partnership. Any person is eligible whose disability threatens continued employment, interferes with employability, or disrupts function as a homemaker. According to VR guidelines, the disability must be physical or mental and applicants must have a "reasonable chance of being employable following rehabilitation services."

Vocational Rehabilitation offices are located in most cities. Scope of services vary from state to state, but certain services must be offered by every office, without charge and regardless of income. They are:

- evaluation of rehabilitation potential
- counseling, guidance, and referral services
- placement and post-employment follow-up

To find the Vocational Rehabilitation agency in your area look under the State listing in your telephone book or contact the HEATH Resource Center for your State Resource List and a copy of **Vocational Rehabilitation: A Postsecondary Student Consumer's Guide.**

Selective Placement

The United States Office of Personnel Management (OPM) provides a selective placement program for hiring, placing and advancing handicapped individuals in the Federal civil service. The primary objective of the program is full and fair consideration in the employment process of persons with disabilities. Although OPM publishes a pamphlet outlining the program, each Federal agency or department has developed, in tandem with the various state departments of Vocational Rehabilitation, its own program of selective placement. Hence, one interested in selective placement should contact his/her local Federal Job Information Center which can be identified by the operator at (800) 555-1212; and should also contact the local office of his/her state's Vocational Rehabilitation department. Career development or disabled student service directors may request in writing that a representative from OPM come to their school to explain not only selective placement but also the regular competitive process of seeking Federal civil service employment. The OPM pamphlet, **Handbook on Affirmative Employment Programs,** is available from the U.S. Office of Personnel Management, Room 7317, 1900 E Street, NW, Washington, DC 20415. A list of local OPM offices can be obtained at the same address. For additional information, call the Federal Job Information Center's coordinator for selective placement programs at (202) 632-6063.

Projects With Industry (PWI)

The Rehabilitation Services Administration of the U.S. Department of Education sponsors Projects With Industry, a series of programs where large firms like IBM, Honeywell, and Motorola, as well as organizations like the AFL-CIO and the Electronic Industries Foundation, serve as senior partners in programs designed to enhance employment and career opportunities for disabled person. Goals include competitive employment for all disabled participants, developing strong ties between disabled people and the local labor market, and involving business and industry in a senior management and leadership role. Each project involves the establishment of an advisory council, an implementation committee, a training and placement component, and assessment of the project. PWI began in 1968 with three projects. To date over one hundred thousand disabled participants have found employment and over 5,000 corporations and firms are involved in programs. For a list of projects, contact: Arthur Cox, Project Manager, Projects With Industry, RSA/OSERS, 400 Maryland Avenue SW, Washington, DC 20202 or call (202) 732-1333.

President's Committee on Employment of the Handicapped

The President's Committee on Employment of the Handicapped (PCEH) publishes a variety of brochures, pamphlets, booklets and posters promoting employment of disabled persons. Contact PCEH, Washington, DC 20210 for a publication list.

PROGRAMS WITH A NATIONAL FOCUS

Job Opportunities for the Blind (JOB)

The National Federation of the Blind and the Department of Labor are cooperating in a program called Job Opportunities for the Blind (JOB), a **referral service** which started six years ago. In this program, blind persons from throughout the U.S. are connected with over 6,000 employers. To date, over five hundred individuals have found employment through JOB. The JOB program has developed public service announcements, and used its contacts with federal and state agencies for the blind, as well as Federation publications, to alert potential users about this service. For more information contact Duane Gerstenberger, Director, Job Opportunities for the Blind, National Federation of the Blind, 1800 Johnson Street, Baltimore, MD 21230 or call (800) 638-7518.

National Center on Employment of the Deaf (NCED)

NCED, at the National Technical Institute for the Deaf/Rochester Institute of Technology (NTID/RIT), is a major national resource regarding the employment of deaf persons. NCED's five major functions are **placement, employer development, training, continuing career development, and information services.** Highlights of some of these functions include:

Placement: Employment advisors assist students in the job search through intensive one-to-one interaction and classroom training in job search techniques. NTID has developed a variety of materials to facilitate this pre-employment training.

Training: In-depth instruction regarding the implications of deafness for employment is presented to employers in two training programs: **Working Together: The Manager and the Hearing Impaired Worker** and **Getting Your Job Done: An Employer Training Program.** In addition, NCED offers a program **Doing Business With Business** for professionals seeking to improve their skills in job and employer development. For more information or details about any of the programs of NCED, contact Elizabeth Ewell, National Center on Employment of the Deaf, NTID/RIT, One Lomb Memorial Drive, Rochester, NY 14623 or call (716) 475-6461 (Voice or TDD).

For further information regarding NTID's pre-employment training materials and curriculum, contact Deborah J. Veatch, Manager of Special Projects, National Center on Employment of the Deaf, NTID/RIT, One Lomb Memorial Drive, Rochester, NY 14623 or call (716) 475-6350 (Voice or TDD).

Training and Placement Services (TAPS)

The Epilepsy Foundation of America (EFA) aims to increase the employment rate of persons with epilepsy through its Training and Placement Service (TAPS). TAPS demonstrates effective cooperation among voluntary non-profit organizations, government, and business. In 1976, the Department of Labor (DOL) accepted the EFA proposal to cosponsor a national program to increase employment opportunities for persons with epilepsy, and to test and demonstrate successful methods of accomplishing this goal. Employers who have worked with the program and have hired Taps people range from Fortune 500 companies like Control Data and AT&T to local businesses and "mom and pop" enterprises. Members of civic business groups such as the Chamber of Commerce support the program by serving on local and national TAPS advisory committees. TAPS now operates in twelve cities (Atlanta, GA; Cleveland, OH; Minneapolis, MN; Portland, OR; San Antonio, TX; Boston, MA; San Juan, PR; Washington, DC; Trenton, NJ; Miami, FL; Los Angeles, CA; and Portland, ME). As of January 1986, the program had enrolled nearly 11,500 individuals with epilepsy and had surpassed its annual placement goals. For further information, contact Dianne Lipsy, Director, Training and Placement Service, 4351 Garden City Drive, Suite 406, Landover, MD 20785, (301) 459-3700.

RESOURCE PERSONS

In addition to the contact people for programs covered above, the HEATH Resource Center has identified the following people who have experience with career planning and placement for disabled postsecondary students and are willing to answer inquiries or discuss program planning and implementation.

William Boswell, Vice President
Employment Services
Vocational Guidance and
Rehabilitation Services
2239 E. 55th Street
Cleveland, OH 44103
(216) 431-7800

Rodger Decker, Director
Rehabilitation Services
St. Andrews Presbyterian College
Laurinburg, NC 28352
(919) 276-3652

Carol Dunlap, National Director
Projects With Industry
Electronic Industries Foundation
1901 Pennsylvania Avenue NW,
Suite 700
Washington, DC 20006
(202) 457-4913

Brenda Hameister
Office of Disability Services
Pennsylvania State University
105 Boucke Bldg.
University Park, PA 16802
(814) 863-1807

James Meyer, Supervisor
Instructional Support Services
North Central Technical Institute
Wausau, WI 54401
(715) 675-3331, ext. 498

Debra Sampson Boogaard
Assistant Director
Career Planning and Placement
San Jose State University
San Jose, CA 95912
(408) 227-2816

Anita Tritell, Assistant Dean
SUNY-Farmingdale
Career Development Center
Farmingdale, NY 11735
(516) 420-2296

Jeff Vernooy, Associate Director
Handicapped Student Services
Wright State University
Dayton, OH 45435
(513) 873-2140

SELECTED ANNOTATED BIBLIOGRAPHY

Specifically for Disabled Job Seekers

Career Planner: A Guide for Students With Disabilities. Gwen J. Smith, Loma Hopkins, D.E. Creasy, 1982, Alta Loma, CA: Chaffey Community College, Educational Resource Center. (Free) For more information contact: Educational Resource Center, Chaffey Community College, 5885 Haven Avenue, Alta Loma, CA 91701. (714) 987-1737, ext. 351.

This publication is a guide to assist students with handicaps to sort out the information necessary for making career plans; topics include health and/or condition; interests; the job market; role models; resources; a way of doing job analyses; and assessing the needs for job modifications.

In the Mainstream. Washington, DC: Mainstream, Inc. Available by prepaying $40.00 for six issues to Mainstream, Inc., 1200 15th Street, NW, Washington, DC 20005. (202) 833-1136.

Mainstream is a nonprofit organization that seeks to create greater employment opportunities for persons with disabilities. Services and programs available from Mainstream include Project LINK—an employment service for job seekers with disabilities, a speakers bureau and a series of publications on employment issues. Their eight-page newsletter, **In the Mainstream** covers legal and practical issues concerning handicapped people in employment.

Job Search Education, Martin Kimledorf, 1985. $6.95, Educational Design, Inc., 47 W. 13th Street, New York, NY 10011. (212) 255-7900.

This book is designed for use with high school, college or transitional students, and is now in use in several JTPA programs. Because **Job Search Education** was originally written for a special needs population, it is clearly written and directive, to reach a difficult population. Kimeldorf addresses those with and without disabilities in the book and accompanying Program Guide ($5.95 for instructors) discusses "how to" for difficulties such as an arrest record, poor work history, or disability. Because JSE covers a wide range of populations and more difficult "problem" areas it is a useful supplement for the counselor or teacher working with a younger or disadvantaged population.

See Me More Clearly: Career and Life Planning for Teens With Physical Disabilities. Joyce Slayton Mitchel, 1980. $8.95, Harcourt, Brace, Jovanovich, 1250 Sixth Avenue, San Diego, CA 92101. (800) 543-1918.

This publication is a practical guide for assessing career options for persons with various disabilities. The book contains a special section by Ellen Wallach, "Charting Your Career: Life Skills," which uses the "Quick Job-Hunting Map" of Richard Bolles (see below).

Steps to Independence for People with Learning Disabilities. Dale Brown, 1985 edition, Washington, DC. (Available free from HEATH Resource Center.)

Chapter five contains a sensitive discussion of the issues persons with learning disabilities may encounter in the pursuit of an education and/or career.

For the General Audience

Dictionary of Occupational Titles (DOT) ($23.00), and **Occupational Outlook Handbook** ($20.00). U.S. Department of Labor. Available from the Superintendent of Documents. U.S. Government Printing Office, Washington, D.C. 20402, (202) 783-3238.

The **Dictionary of Occupational Titles (DOT)** describes occupations within our economy and provides information about the physical demands, working conditions, and aptitudes required for a specific job. The **Occupational Outlook Handbook** is published every two years, providing the most current employment data and trends concerning more than 850 occupations in a variety of major industries. Specific information provided for each major job includes: job duties, personal training and educational qualifications for the job, salary range, advancement opportunities,and additional information sources.

Guerilla Tactics in the Job Market, Tom Jackson, 1978. $4.50, Bantam Books, 414 W Golf Course Road, Des Plains, IL 60016.

Tom Jackson builds on his earlier works to describe integrated, upbeat, and well supported methods for job seekers to gain control of their job search and create their own job market. He spreads 78 action based job tactics throughout eight chapters covering **"work-life"**, defining self, and how to create job targets. He then discusses work education and gives readers a useful definition of the **"hidden job market"** and how to tap it. Job seekers who apply Jackson's **"Universal Hiring Rule"** can use this book to create and control their job search.

How to Get the Job You Want in 28 Days: How to Succeed in Today's Tough Job Market, Tom Jackson, 1982. $9.25, Hawthorn/Dutton, Two Park Avenue, New York, NY 10016. (212)725-1818.

Not content with giving us **The Perfect Resume,** Tom Jackson has mapped out a tough, no nonsense approach to getting or changing jobs. Jackson identifies ways to identify your skills, learn how to target growth career fields, overcome internal and external barriers to success, use cover letters, resumes, and interviews effectively, and how to follow up on each step of the process. Hard hitting and effective, this book is for the serious minded job seeker who is willing to work at employment full time.

Knock 'em Dead: With Great Answers to Tough Interview Questions, Martin John Yate, 1985. Available for $7.95 from Bob Adams Inc. 840 Summer Street, Boston, MA 02127.

In less than 150 pages, the Director of Training for the Dunhill Personnel System scripts those "killer" interview questions into scenarios designed to impress by

providing the response the interviewer is seeking. Yate develops four response profiles; personal, professional, achievement, and business, which can be used to analyze and structure effective interviews. Yate not only presents the "why" behind the interviewers question, but provides the rationale for the response.

The Perfect Resume, Tom Jackson, 1981. $8.95, Anchor Press/Doubleday, 501 Franklin Avenue, Garden City, New York 11530. (516) 294-4561.

According to Jackson, the resume is the beginning of the job search rather than its ending, therefore, Jackson gives the reader a thorough grounding in how to prepare and then write a resume. After the reader has used Jackson's tools to assemble the components of the resume, over 50 sample resumes are available to illustrate differing resume formats for varied backgrounds.

Sweaty Palms: The Neglected Art of Being Interviewed, H. Anthony Medley, 1984 ($7.95). Ten Speed Press, P.O. Box 7123, Berkeley, CA 94704. (415) 845-8414.

Medley takes the reader through the interveiw process including mental and physical preparation so that after reading the fifteen chapters, the potential interviewee can reduce stress level, and use the interview to advantage.

TELESEARCH: Direct Dial the Best Job of Your Life, John Truitt, 1983 ($11.95). Facts on File Publications, 460 Park Avenue South, New York, NY 10016

As a former headhunter and placement specialist, John Truitt used the techniques described in **TELESEARCH** to earn his living. Truitt applies modern telemarketing principles to the job search and leads the reader through the how and why of organizing a job search by telephone. **TELESEARCH** can shortcut the traditional "pound the pavement" job search.

What Color is Your Parachute: A Practical Manual for Job-Hunters and Career Seekers, Richard Nelson Bolles, 1986, revised ($8.95). Ten Speed Press, P.O. Box 7123, Berkeley, CA 94704. (415) 845-8414.

Bolles reveals the key to successful job hunting is the assessment of job skills. Bolles provides a few practical exercises and the Quick Job Hunting Map to help readers get to know who they are and what they want to do.

For Career Counselors

Career Education and Placement of Students With Disabilities: How Accessible Are They—Really? G. Ruth Kukiela Bork, 1980. (Available free from the HEATH Resource Center.)

Bork addresses career counselors who work with students with disabilities. She discusses barriers and the means of eliminating them, so that handicapped students can be treated equitably in the placement process.

Employment Incentives Manual: How to Motivate Business to Hire Individuals with Disabilities, 1985. $7.50, Phebe Schwartz, American Council on Rural Special Education (ACRES), Western Washington University, Bellingham WA 98225.

This manual, developed as a part of the ACRES National Project on Transition of Rural Youth, provides information on incentives for employers and businesses hiring persons with special needs. An extensive listing of monetary incentives, such as tax credits and supplemental training funds, are described, and program resources or job access and accomodaton, job placement, computer training, employee incentives, and self-employment are given. Additional media and legislative resources are also provided.

How to Get the Job You Really Want. Edited and Developed by Deborah J. Veatch, 1985. To order, prepay $10.95 + $2.75 postage ($13.70) to NAD Bookstore, 814 Thayer Avenue, Silver Spring, MD 20901. There is a 20% discount for orders of 5 or more copies.

This book is targeted to hearing impaired and deaf job seekers, but its graphics and workbook style make it appropriate for anyone learning the career exploration process. The book addresses not only first time applicants, but also those who seek promotions and/or career changes. Through a variety of hands-on activities and visually presented concepts, the reader learns the skills necessary to seek out and secure desired career opportunities.

Job Match: A Process for Interviewing and Hiring Qualified Handicapped Candidates. American Society of Personnel Administration (1985), as part of ASPA's Human Management Series. **Job-Match** is available for $8.50 through the ASPA Marketing Department, 606 North Washington Street, Alexandria, VA 22314.

Ruth Bragman and Joyce Couch Cole have written a short factual booklet that uses a process called "Job-Match" to assist interviewers in their efforts to hire qualified handicapped individuals. When used as a part of the career development process, this book can give the prospective applicant an idea of how interviewers structure the job interview, and will help them to prepare accordingly.

Marketing YOUR Abilities, a Guide for the Disabled Job Seeker. Jeanine Lobodinski, Deborah McFadden, and Arlene Markowitz, 1984. **Guide** is available by prepaying $2.50 to Mainstream, Inc., 1200 15th Street, NW, Washington, D.C. 20005. (202) 833-1136 voice/TDD.

This **Guide** covers the traditional information about resumes, cover letters, and interviews. Most useful for many is the clear and concise manner in which the authors address the issue of whether or not and if so how to bring up one's disability in the job search process. There is a Checklist for Success for readers to complete after they have read the booklet and a well selected Resource List for further reading.

National Directory of Training and Employment Programs for Americans with Disabilities, 1985. Joint effort by the Department of Health and Human Services and the Department of Education. Copies are available free by writing Ray Sanchez, Program Specialist, Employment Initiative, Administration on Developmental Disabilities, 200 Independence Avenue, SW, Room 358F, Washington, D.C. 20201, or by calling Vern Evans at (202) 245-2888.

This **Directory** consists of information on programs which provide training to disabled individuals for competitive, private sector employment. There are 648 community based organizations listed by state in the **Directory.** Each program provides information on training areas, training levels, placement areas, post-placement support, and disability areas served.

The Unexpected Minority: Handicapped Children in America. John Gliedman and William Roth, 1980. $17.95, Harcourt Brace Jovanovich, 1250 Sixth Avenue, San Diego, CA 92101. (800) 543-1918.

This publication contains a description of the "medical model" which becomes so intricately a part of the problem disabled individuals face in growing up, forming their personality and assessing career and life options. **The Unexpected Minority** also presents a sociological argument for the "handicapped role."

SELECTED ORGANIZATIONS

American Association for the Advancement of Science (AAAS) is the national association of professional scientists. Through the AAAS Project on Science, Technology, and Disability several guides and occasional publications related to careers in sciences have been developed including the **Directory of Scientists and Engineers with Disabilities.** For further information contact Virginia Stern, AAAS, 1333 H Street, NW, 10th Floor Washington, DC 20005. (202) 326-6667.

Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE) is a national nonprofit organization of over 600 members from over 400 institutions of higher education committed to promoting full participation of individuals with disabilities in college life. Information sharing is a key element of their goal to upgrade the quality of services available to disabled students. Membership benefits include annual conferences and proceedings, quarterly publications, the **ALERT** and **BULLETIN,** and a membership directory. AHSSPPE also sponsors seven Special Interest Groups in the areas of blind and visually impaired, career services, community colleges, deafness, learning disabilities, TRIO programs, and disabled women. For more information call Jane Jarrow, Executive Director, P.O. Box 21192, Columbus, OH 43221. (614) 488-4972 (Voice/TDD).

ERIC Clearinghouse. ERIC (Education Resource Information Center) is an information system sponsored by the National Institute of Education within the Department of Education. The ERIC Clearinghouse on Adult, Career and Vocational Education provides information dealing with several aspects of career development, including attitudes, self-knowledge, and specific occupational and vocational skills. ERIC provides information regarding disabled individuals in any of these areas, including career education. The Clearinghouse staff conducts custom computer searches of its ERIC data base. It also provides many useful publications, including bibliographies, and resource guides on topics of current interest. For more information and price list, contact the ERIC Clearinghouse on Adult, Career and Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (614) 486-3655 or (800) 848-4815.

National Rehabilitation Information Center (NARIC) is a rehabilitation information resource library housing research reports, books, microfiche, and audio-visual materials relevant to the rehabilitation profession. The Center supplies bibliographic citations of documents in its collection and performs on-line searches of any rehabilitation subject area requested. Also available is the national computerized data bank (ABLEDATA) containing information about rehabilitation products and assistive devices. For more information contact NARIC, 4407 Eighth Street, NE, The Catholic University of America, Washington, D.C. 20017, (202) 635-5826 (voice), (202) 635-5884 (TDD). Toll Free **(800) 346-2742**

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ABSTRACT

This fact sheet is designed to be a resource for disabled students themselves and for counselors, administrators, and instructors who are involved in career planning and placement strategies for disabled persons in postsecondary academic and technical institutions. The fact sheet is organized into five sections. The Selected Campus Strategies section provides ideas currently working in postsecondary institutions that can be used by career counselors or administrators who are attempting to establish similar programs on their campuses. Programs described include the following: campus-metropolitan area public and private employer cooperation, on-campus recruiter training, cooperative education, computerized job banks, campus-vocational rehabilitation services cooperation, vocational-technical training, and nondegree programs. The second section summarizes four federal programs: the federal-state Vocational Rehabilitation partnership, the U.S. Office of Personnel Management's placement program for hiring handicapped individuals in the federal civil service, Projects with Industry, and the President's Committee on Employment of the Handicapped. The third section describes three programs with a national focus: Job Opportunities for the Blind, National Center on Employment of the Deaf, and Training and Placement Services sponsored by the Epilepsy Foundation of America. A section providing names and addresses of selected resource persons knowledgeable in the fields of career planning for disabled persons follows. The final section contains a selected and annotated bibliography listing materials for disabled job seekers, for the general audience, and for career counselors; it also includes a list of selected resource organizations. (KC)